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ABSTRACT

Instead of relying on graduates' perceptions of their educational experiences a year or more after graduation, Sinclair Community College in Dayton, Ohio, decided to survey students applying for graduation about their recent experiences. Questionnaires were sent to all 1,450 graduating students in the 1992-93 academic year, with 872 returning completed surveys for a 60% response rate. Responses were received from the students in the academic divisions of allied health (29%), business technologies (26.9%), engineering technologies (13.8%), extended learning and human services (11.8%), liberal arts and sciences (7.6%), and fine and performing arts (6.9%). Study findings included the following: (1) in ratings of courses, quality of instruction received the best mean rating and course availability the least positive mean rating; (2) in general, students rated the courses in their divisions as somewhere between "excellent" and "good"; (3) compared to the previous year, services receiving more favorable ratings were veterans' services, disability services, tutoring, student activities, and the bookstore, while financial aid and registration received noticeably poorer ratings; (4) at the time of their initial enrollment, over 75% of the respondents reported being "very" or "somewhat certain" of their educational goals; (5) the average length of time that respondents took to complete their educational goals was 3.5 years; (6) 65.8% of the respondents reported being currently employed, of whom 67.5% indicated that their jobs were related to their majors; and (7) 49% of the respondents stated an intention to transfer to a four-year institution. Data tables and the survey instrument are included. (PAA)

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1992-93
POINT OF GRADUATION SURVEY:
REPORT OF FINDINGS

Institutional Planning & Research
Sinclair Community College
Dayton, Ohio 45402

JC 930 386

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EXECUTIVE SUMMARY

Purpose: The Point of Graduation Survey was designed to gain insight as to the recent perceptions of Sinclair students regarding the College near the end of their educational experience with us. Prior to the Spring of 1992, graduates were not surveyed until a year or more following graduation. It was thought that data based on recent experience might provide more reliable evaluations. The pilot Point of Graduation Survey, conducted in the Spring of 1992 provided much valuable information. The decision was made to repeat the survey each academic year in order to discover current attitudes and possibly spot future trends.

Response Rate: A survey questionnaire was included by the Registrar's Office as part of a packet of materials all graduate applicants in the 1992-93 academic year were to complete in order to apply for graduation. There were 1,450 graduation applicants and a total of 872 completed surveys were returned for a response rate of 60% (compared to 72% last Spring).

Respondents by Academic Division: Broken down by academic division, over half of the respondents came from Allied Health (29%) and Business Technologies (26.9%). Another third represented Engineering Technologies (13.8%), Extended Learning & Human Services (11.8%), and Liberal Arts & Sciences (7.6%). The remainder (6.9%) came from Fine & Performing Arts.

Course-related Ratings: Respondents rated various aspects of the courses they had taken in their majors using a five-point scale from excellent to poor. Again this year, the overall ratings were quite positive with the best ratings going to quality of instruction and the worst to course availability. Some slight divisional differences were noted. For instance, the most positive ratings came from those in Extended Learning & Human Services while slightly less positive ratings were assigned by graduates from Engineering and Fine & Performing Arts. As to courses outside of their majors, most graduates (88%) rated these courses as similar to those in their major.

Service-related Ratings: In general, services provided by Sinclair were rated well. Veteran's services, disability services, tutoring, student activities, and the bookstore received more favorable rating this year than last. Ratings were poorer for Financial aid and registration services. Maintenance of grounds, which was included in the survey this year, received the best ratings overall.

Certainty of Goals: When asked to rate how certain they were of their goals, most respondents (over 75%) said they were either very or somewhat certain. Those majoring in Allied Health were most likely to be sure of their goals while Liberal Arts majors showed the least certainty.

Rate of Progress: The overall mean number of years for graduates to complete their educational goals was reported to be 3.5 years. On average, Business majors took the longest amount of time to graduate (mean = 4.08 years), while the least number of years was reported by those majoring in Allied Health (3.16 years). This is a departure from last year when Engineering students indicated the longest time and those majoring in Extended Learning & Human Services the least number of years.

Employment Status: Questions concerning current employment and its relativity to major programs were included this year for the Spring, 1993 graduates. Of the 368 students who responded to this query, 65.8% said they were currently employed and 67.5% felt that their jobs were either directly related or somewhat related to their major program. Business & Engineering graduates reported the highest rates of employment (79.3% and 76.8% respectively), while Allied Health had the lowest percentage of graduates employed previous to graduation. Graduates from Allied Health, Business, and Engineering Technologies were most likely to say that their current job was related to their program of study.

Institutional Transfer: The Spring, 1993 survey also included a question about the intention of the graduate to transfer to a baccalaureate institution. Overall, 49% said they did intend to transfer while 51% did not. The majority of those who did not intend to transfer were from Allied Health, Business, and Engineering while the majority of graduates from the other three divisions indicated that they did plan to transfer.

1992-93 POINT OF GRADUATION SURVEY: REPORT OF FINDINGS

READER PLEASE NOTE: An evaluation form for you to fill out concerning this report can be found on the last page. Your input will be greatly appreciated.

Purpose of Study

Learning about students' perceptions of their educational experiences has been and continues to be an important source of information for decision-making at Sinclair. Feedback from graduates has been particularly important because they have usually spent sufficient time at the College to give a more complete evaluation of the institution than other groups of students. Until the recent past, graduates were not surveyed until a year or more after graduation. There was concern that such surveys often required extraordinary efforts (additional mailings, etc.) to get response rates that might be too low for generalizing conclusions about all graduates. Furthermore there was concern that a year after graduation, graduates' perceptions of some aspects of their Sinclair experience (e.g., services) might be too vague to provide a reliable indicator of performance. Finally, it was thought that the point of graduation information could help differentiate between recent and long-term perceptions of the Sinclair experience. Data based on recent experience may be more beneficial with respect to improving services while data based on longer-term perceptions may be more relevant with respect to curriculum improvement.

Consequently, a pilot Point of Graduation Survey was conducted with students applying for Spring 1992 graduation and the results were reported later that year. This report documents the current year's survey findings and draws comparisons with the pilot study where applicable.

Response Rate

IPR, with the assistance and cooperation of the Registrar's Office, conducted the current Point of Graduation Survey of Sinclair's Summer 1992 through Spring 1993 associate degree and certificate candidates. The questionnaire was included as part of the packet of materials these students were to complete in order to apply for graduation. The total number of graduation applicants for the fiscal year 1992-93 was 1,450. There were 872 completed surveys for a response rate of 60%. (This compares with 72.1% last Spring).

Respondents by Academic Division

The distribution of respondents by academic division is listed below:

	1993 Survey Representation	1992-93 Graduate Representation
Allied Health	29.0%	33.2%
Business Technologies	26.9%	28.1%
Engineering	13.8%	10.7%
Extended Learning/ Human Services	11.8%	11.9%
Liberal Arts & Sciences	7.6%	7.7%
Fine & Performing Arts	6.9%	8.4%

This year's divisional distribution was similar to that of all graduates in 1992-93 except for a slightly lower representation for Allied Health Technologies and Business Technologies and a slightly higher response rate for Engineering Technologies. It should be noted that only the 2-year degree graduates, of which there were 1,286, were used for the representative comparison. The divisional distribution of all 1,450 graduates is not yet available for the 1992-93 academic year.

Survey Content

As a result of user feedback from the 1992 pilot survey, we made some additions to the survey instrument part-way through this last academic year. Hence, two slightly different formats of the questionnaire were used for the 1992-93 graduates. A one-page survey, identical to that given out in the Spring of 1992, was distributed to those graduating before Spring, 1993 while an expanded, two-page instrument was given to the Spring '93 candidates. Both surveys asked the graduates to evaluate several aspects of the courses they had taken, and to rate various support services. They were also questioned concerning the degree of certainty they felt about their educational goals and the number of years it took them to complete these goals. The expanded survey included some additional support services, queried the graduates concerning their current employment status, and asked them whether they planned to transfer to a baccalaureate institution within the next year. Of the 872 questionnaires returned, 476 were the one-page version and 396 were the expanded survey. Items which are found only on the expanded instrument are indicated with an asterisk(*) in Appendix A.

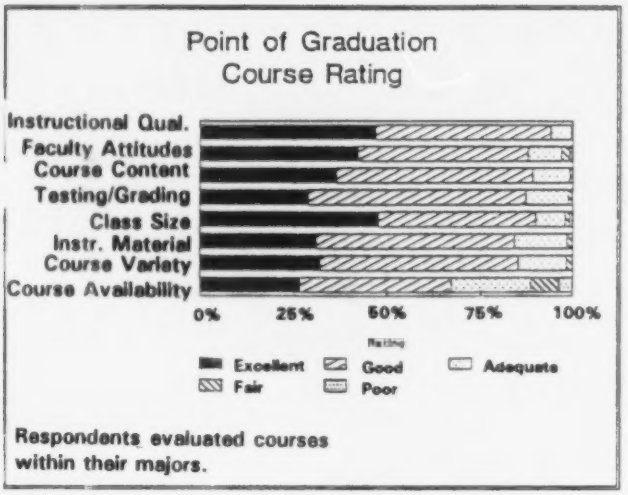
Course-related Ratings

Respondents were asked to rate the courses they had taken in their majors on several aspects related to their perceptions of the instruction they received. The following are the mean ratings based on a scale ranging from 1=excellent to 5=poor: (Note: A lower value for these and all subsequent means indicates a better, that is, closer to excellent, rating.

Quality of instruction (1.59)	Course Variety (1.85)
Class size (1.65)	Testing/Grading (1.86)
Faculty attitudes (1.74)	Instructional material (1.87)
Course content (1.75)	Course availability (2.21)

Course evaluations this year, overall, were similar to those seen in 1992. Quality of instruction received the best mean rating and course availability the least positive mean rating. Figure 1 on page 5 depicts how all respondents evaluated their major courses based on the criteria listed above and Figure 2 provides a divisional breakout on the overall means for course-related ratings. In general, all divisions rated the various aspects of their courses somewhere between excellent (1.00) and good (2.00). The best ratings came from Extended Learning and Human Services while slightly poorer ratings were seen for Engineering and Fine & Performing Arts.

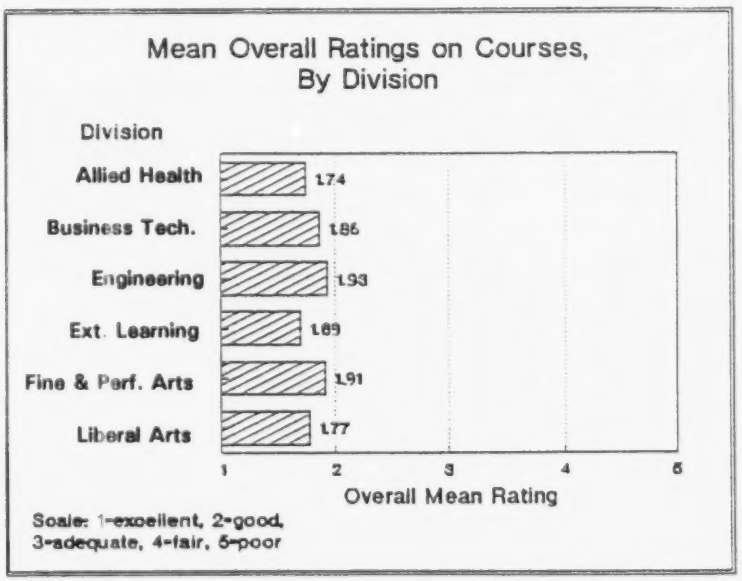
Figure1



A closer look at the divisional means for specific areas of course evaluation reveals some interesting patterns. Most graduates gave very positive ratings to Quality of Instruction, Faculty Attidudes, and Course Content. Poorer ratings were seen for Testing/Grading, Instructional Material, Course Variety, and Course Availability. Engineering students tended to rate Quality of Instruction somewhat poorer than other graduates, while Class Size was rated lower by those in Fine & Performing Arts. Business students were most pleased with Faculty Attitudes and least pleased with Course Variety. Fine & Performing Arts graduates indicated they were least pleased with Course Availability and Instructional Material while giving fairly positive ratings to Quality of Instruction.

When asked to evaluate courses outside their majors, nearly 88% of the respondents rated these courses as similar to those in their major. For more information on divisional ratings refer to Appendix B.

Figure 2



Service-related Ratings

The most widely used Sinclair services are the Bookstore and parking; the least used are Adult Re-Entry, Handicapped Services, and Veteran's Services. The relative usage reported by 1993 graduates was similar to 1992, except for a slight difference in registration method preference. The most frequently used method of registration last year was mail-in, followed by in-person and Bursar/Cashier. This year, the more widely-used method was in-person registration with the mail-in option being used the least. The following breakout shows (in ranked order) the percentage of respondents who indicated that they used each service with a comparison to the 1992 distribution.

Service	1992-93 % of Students Using Service	% USAGE RANK	1991-92 % of Students Using Service	% USAGE RANK
Bookstore	97.6%	1	98.1%	1
Parking	95.0%	2	94.5%	2
Library	93.6%	3	94.4%	3
Cafeteria/Vending	90.7%	4	NA	NA
Admissions	85.7%	5	90.8%	4
Maintenance of Grounds	83.3%	6	NA	NA
Academic Advising	81.2%	7	90.8%	5
In-person Registration	79.9%	8	77.7%	7
Bursar/Cashier	78.2%	9	76.9%	8
Mail-in Registration	75.5%	10	79.8%	6
Testing Center, ILC	54.8%	11	NA	NA
Financial Aid	46.3%	12	44.7%	9
Career Planning & Placement	33.6%	13	36.6%	10
Student Activities	31.9%	14	31.6%	11
Student Couns.& Development	28.6%	15	30.0%	12
Tutoring	26.0%	16	26.0%	13
Adult ReEntry	16.7%	17	NA	NA
Handicapped Services	8.9%	18	12.7%	14
Veteran's Services	8.4%	19	10.0%	15

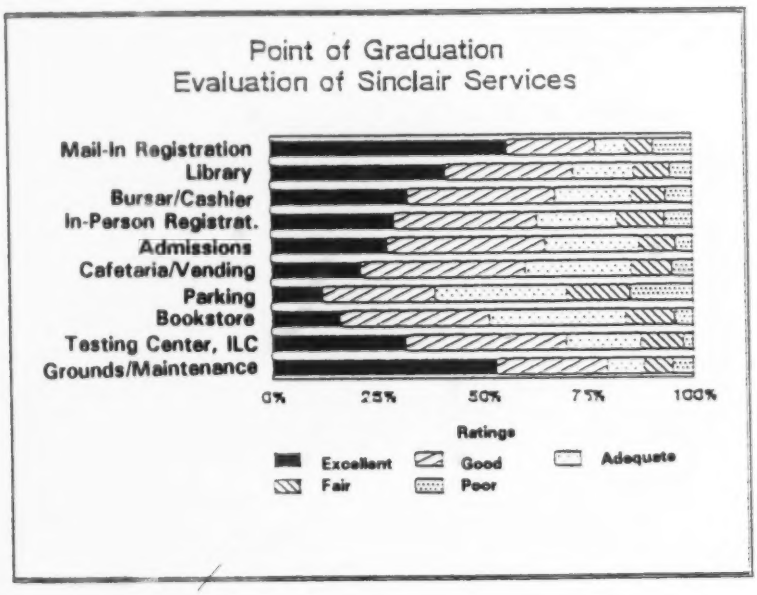
In general, services provided by Sinclair were rated highly by all respondents. The mean ratings on the service areas based on a scale ranging from 1=excellent to 5=poor are displayed below along with comparison means from 1992:

	1993	1992		1993	1992
Main. of Grounds	1.83	NA	Admissions	2.24	2.20
Veteran's Services	1.86	2.13	In-person Regist.	2.31	2.19
Mail-in Registration	1.91	1.80	Student Couns.	2.36	2.37
Disability Services	1.96	2.35	Cafeteria/Vending	2.37	NA
Library	2.05	2.00	Student Activities	2.41	2.54
Adult ReEntry	2.11	NA	Career Planning	2.45	2.38
Testing Center, ILC	2.12	NA	Bookstore	2.52	2.74
Tutoring	2.12	2.45	Financial Aid	2.92	2.82
Bursar/Cashier	2.20	2.10	Parking	2.93	2.87
Academic Advising	2.23	2.25			

Those services receiving more favorable ratings this year than last Spring include: Veteran's Services, Disability Services, Tutoring, Student Activities, and the Bookstore. Noticeably poorer ratings occurred for Financial Aid and all three types of registration.

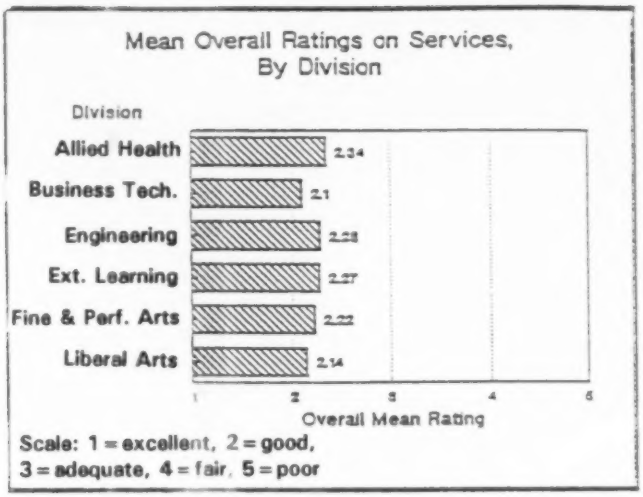
Figure 3 below shows a percentage breakout of the ratings for the most utilized services (i.e., those used by at least 50% of the respondents). Maintenance of Grounds received the highest proportion of positive ratings (in excess of 72% ranking it excellent or good) while parking received the least (38% ranking it as excellent or good). Figure 4 (page 8) illustrates the variations in the overall ratings of services when responses were sorted by academic divisions. The most favorable ratings overall for services were given by the Business Technology graduates while students from Allied Health tended to give the lowest ratings. The Library received favorable ratings from Business, Engineering and Liberal Arts graduates, but was rated considerably lower by respondents from the Allied Health Technologies and Extended Learning & Human Services. Fine & Performing Arts majors evaluated Academic Advising much more favorably than all other divisions. Maintenance of Grounds was rated positively, in general, with the exception of graduates from Extended Learning & Human Services. Career Planning & Placement and Financial Aid received relatively poor ratings from Fine & Performing Arts students who did give positive ratings to Adult ReEntry and Academic Advising.

Figure 3



Again this year, for all respondents, ratings of items pertaining to academic matters were higher than those pertaining to services. For all divisions, the overall mean for course-related ratings was 1.82, compared to an overall mean of 2.26 for services. See Appendix B for further detail.

Figure 4



Certainty of Educational Goals

Previous IPR surveys of non-returning students have pointed out the significance of student goal certainty with respect to retention. Those students who were the most certain of their educational goals were more likely to persist in their enrollment at the College. Consequently, respondents were asked to rate on a scale ranging from 1=very certain to 4=very uncertain their educational goals at the time of their initial enrollment at Sinclair. As Figure 5 illustrates below, over three-fourths of respondents were either very or somewhat certain of their educational goals when they first started taking courses at Sinclair. Breakouts of responses by academic division (Figure 6) revealed that those majoring in Allied Health Technologies were most likely to be sure of their educational goals while those in Liberal Arts & Sciences showed the least certainty. These divisional pattern results are similar to those reported for last year's graduates.

Figure 5

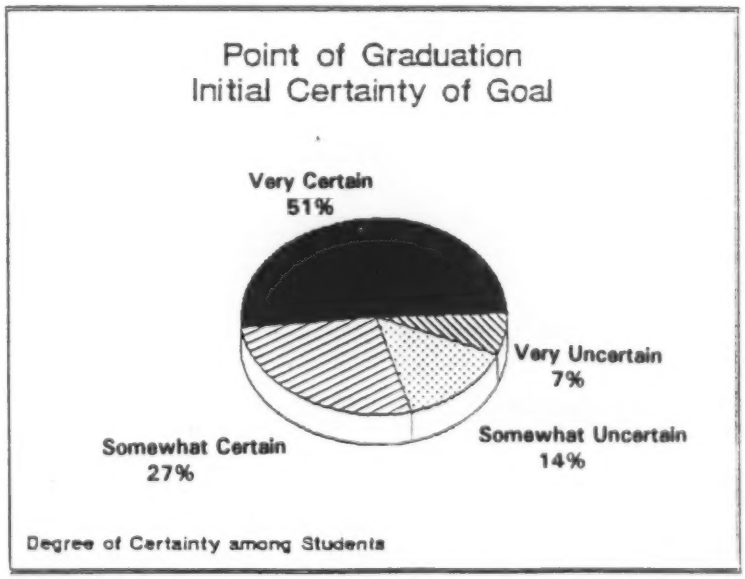
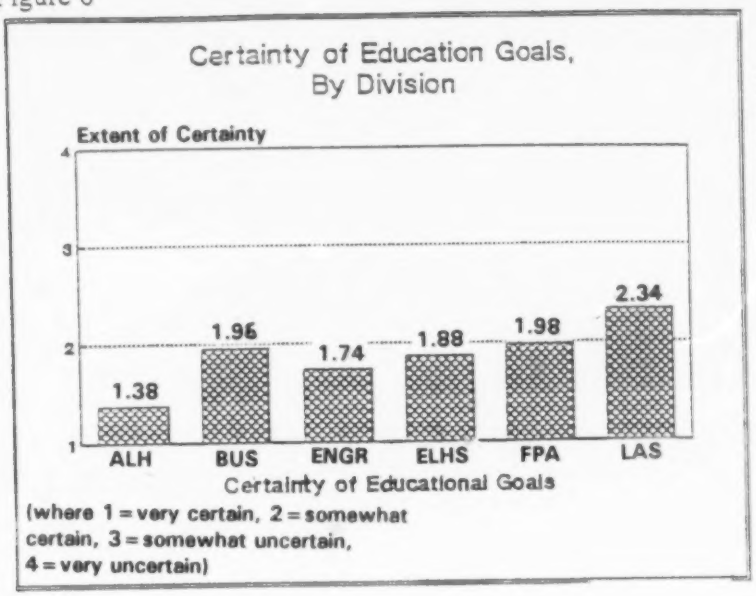


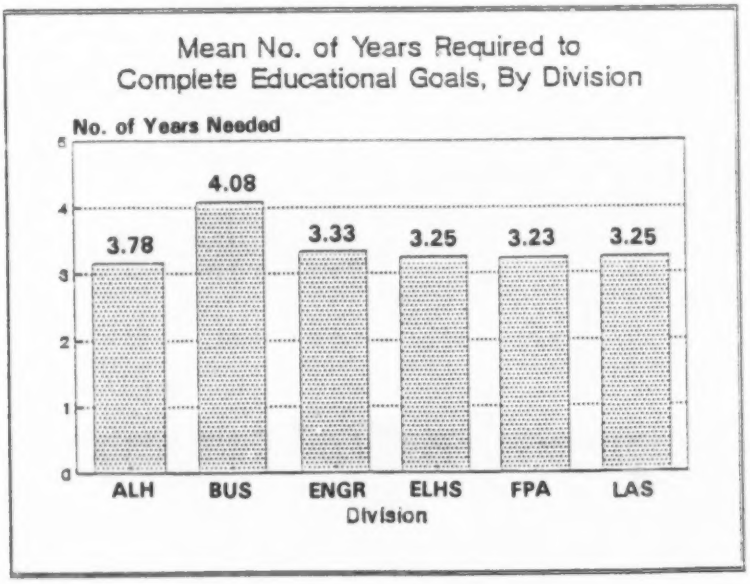
Figure 6



Rate of Progress

After becoming degree-seekers, respondents reported that they required from one to twenty-five years to complete their educational goals. The overall mean number of years required was 3.5 (3 years was indicated most often). Figure 7 below shows that, on average, Business majors reported the longest amount of time to graduate (mean = 4.08 years), while the least number of years was reported by those majoring in Allied Health (3.16 years). This is a departure from last year when Engineering students indicated the longest time and those majoring in Extended Learning & Human Services the least number of years. It should be noted that these self-reports of time to completion have not been verified against the actual enrollment patterns of this survey population.

Figure 7



Employment Information

On the expanded survey, graduates were asked if they were currently employed and, if so, to what extent was their current job related to their program of study at Sinclair. Of the 368 graduates who responded to this question, 65.8% said that they were currently employed. Additionally, 67.5% of the graduates who were employed said that their job was either directly related or somewhat related to their major program. A divisional breakdown analysis of employment status was performed to see if there was a significant difference between the divisions as to whether their graduates were employed and whether that employment was related to their program of study at Sinclair (See Appendix C). In the divisional breakdown, 357 students, for whom division status was known, responded to the employment status question. A test to see if the percentage of employment was the same for all divisions showed that there were significant differences among the divisions (Chi Square = 19.17, $p < .002$). Business & Engineering majors had the highest rates of employment (79.3% and 76.8% respectively), while Allied Health had the lowest percentage of graduates currently employed (52.4%).

There were also significant differences for the divisions regarding the relevancy of their current jobs to their major programs (Chi Square = 36.81, $p < .0001$). Graduates from Allied Health, Business, and Engineering Technologies were most likely to say that their current job was somewhat or directly related to their program of study. Extended Learning & Human Services graduates were least likely to have a related job.

Institutional Transfer

The final question on the expanded survey asked the graduates whether they planned to transfer to a baccalaureate institution within the next year. There were 348 graduates who responded to this question and responses were rather evenly split with 49% indicating that they intended to transfer and 51% saying that they did not intend to transfer. There were significant differences, however, in the way each division's graduates responded to this question (Chi Square = 22.70 $p < .0001$). The majority of the students (50% or more) from Allied Health, Business and Engineering said they did not intend to transfer to another institution while the majority of graduates from Extended Learning & Human Services, Fine & Performing Arts, and Liberal Arts & Sciences indicated that they did plan to transfer (See Appendix C).

APPENDIX

N=872 (Total)
N=396 (Expanded)
N=476 (Original)

APPENDIX A

As part of the application for graduation, all certificate and degree candidates should complete and return this form with the balance of the application packet directed to the Registrar's office. Thank you.

POINT-OF-GRADUATION
EVALUATION OF THE EDUCATIONAL EXPERIENCE

Your Social Security Number: _____

1. You are applying for a degree or certificate in what major? _____

2. Rate those courses in your major field of study according to how well they met your needs:

	(1) Excellent	(2) Good	(3) Adequate	(4) Fair	(5) Poor
a. Quality of Instruction	44.1%	46.9%	5.5%	0.5%	0.0%
b. Testing/Grading	28.7%	58.7%	11.3%	1.0%	0.3%
c. Faculty Attitudes	42.4%	45.4%	9.2%	2.3%	0.7%
d. Course Content	36.3%	52.8%	10.2%	0.7%	0.0%
e. Instructional Material	30.9%	53.3%	14.2%	1.5%	0.1%
f. Class size	47.9%	42.1%	8.0%	1.3%	0.7%
g. Course variety	31.9%	53.2%	13.2%	1.7%	0.0%
h. Course availability	26.5%	40.9%	21.2%	7.9%	3.6%

3. If you were evaluating courses outside your major using the above ratings, would they be:

8.2% 1) Significantly worse than major
87.9% 2) About the same as major
3.9% 3) Significantly better than major

4. Using a scale of 1 = excellent to 5 = poor, rate the following college services that you have used within the last two years. If you did not use a particular service, insert NA.

Mean ratings (number responding)

2.23 a. Academic Advising (708)
2.24 b. Admissions (747)
2.11 c. Adult ReEntry * (66)
2.52 d. Bookstore (851)
2.37 e. Cafeteria/Vending * (359)
2.45 f. Career Planning & Placement (293)
1.96 g. Disability Services (78)
2.93 h. Financial Aid (404)
2.05 i. Library (816)
1.83 j. Maintenance of Grounds * (330)
2.93 k. Parking (828)
2.41 l. Student Activities (278)
2.36 m. Student Counseling & Development (249)
2.12 n. Testing Center, ILC * (217)
2.12 o. Tutoring (227)
1.86 p. Veteran's Services (73)

Registration:
1.91 q. Mail-in (658)
2.31 r. In-person (697)
2.20 s. Bursar/Cashier (682)

5. When you first entered Sinclair, how certain were you about your educational goal?

51.3% 1) Very certain
27.5% 2) Somewhat certain
14.3% 3) Somewhat uncertain
6.9% 4) Very uncertain

6. Once you became degree-seeking, how many years did it take you to complete your educational goal? _____ Mean = 3.47 years
Mode = 3.00 years

*7. Are you currently employed? 65.8% 1) Yes 34.2% 2) No (skip to question 9)

*8. If you are currently employed, to what extent is this job related to your program of study at Sinclair?

32.5% 1) Not related
24.3% 2) Somewhat related
43.2% 3) Directly related

* In an ongoing effort to improve the quality of education and preparedness of our graduates, Sinclair Community College periodically surveys the employers of our graduates. The information obtained from these surveys assists us with course development, program review and placement counseling. To that end, please provide your current job title and the full name and address of the company by whom you are employed.

Job Title: _____

Company Name: _____

Street address: _____

City: _____ State: _____ Zip Code: _____

Supervisor's name: _____

*9. Do you plan on transferring to a baccalaureate institution within the next year?

48.9% 1) Yes
51.1% 2) No

Congratulations on your upcoming graduation! Please return this document to the Registrar's office upon completion. Thank you.

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APPENDIX B

DIVISIONAL BREAKDOWN OF MEAN RATINGS

	ALH	BUS	ENGR	ELHS	FPA	LAS
Percent of total Respondents in Each Division	29.0%	26.9%	13.8%	11.8%	6.9%	7.6%

Mean Ratings on Courses - By Division
(Where 1=excellent through 5=poor)

	ALH	BUS	ENGR	ELHS	FPA	LAS	OVERALL
Question #2:							
Quality of Instruction	1.50	1.68	1.74	1.43	1.51	1.59	1.59
Testing/Grading	1.87	1.83	1.95	1.73	1.85	1.83	1.86
Faculty Attitudes	1.84	1.68	1.85	1.49	1.71	1.74	1.74
Course Content	1.58	1.80	1.95	1.64	1.98	1.76	1.75
Instructional Material	1.73	1.93	1.98	1.74	2.09	1.86	1.87
Class Size	1.58	1.73	1.65	1.55	1.93	1.53	1.65
Course Variety	1.73	1.97	1.92	1.78	1.90	1.78	1.85
Course Availability	2.09	2.28	2.37	2.18	2.33	2.06	2.21
Overall Means for Question 2: (by Division)	1.74	1.86	1.93	1.69	1.91	1.77	1.82

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Mean Ratings on Services - By Division

(where 1=excellent through 5=poor)

	ALH	BUS	ENGR	ELHS	FPA	LAS	OVERALL
Question #4:							
Academic Advising	2.36	2.09	2.24	2.48	1.81	2.44	2.23
Admissions	2.45	1.95	2.32	2.38	2.15	2.03	2.24
Adult ReEntry	2.38	1.83	1.33	2.42	1.75	2.57	2.11
Bookstore	2.56	2.32	2.62	2.58	2.77	2.42	2.52
Cafeteria/Vending	2.42	2.22	2.37	2.59	2.28	2.31	2.37
Career Planning % Placement	2.31	2.24	2.61	2.52	2.96	2.61	2.45
Disability Services	1.87	1.94	2.08	1.50	2.25	1.63	1.96
Financial Aid	3.09	2.89	3.15	2.42	2.82	2.74	2.93
Library	2.27	1.89	1.94	2.13	2.03	1.63	2.05
Maintenance of Grounds	1.85	1.75	1.85	2.32	1.64	1.50	1.83
Parking	3.28	2.54	2.81	3.00	3.03	2.72	2.93
Student Activities	2.38	2.39	2.36	2.49	2.58	2.31	2.41
Student Counseling & Dev.	2.46	2.34	2.39	2.33	2.29	2.18	2.36
Testing Center, ILC	2.15	2.17	2.19	2.05	2.17	1.92	2.12
Tutoring	2.02	2.01	2.40	1.93	2.09	2.23	2.12
Veteran's Services	1.91	1.75	2.00	1.00	1.00	2.10	1.86
Mail-in Registration	2.00	1.64	2.09	2.13	1.91	1.55	1.91
In-person Registration	2.47	2.08	2.35	2.38	2.29	2.04	2.31
Bursar/Cashier	2.30	1.94	2.21	2.50	2.27	1.80	2.20
Overall means for Question #4 (by Division):	2.34	2.10	2.28	2.27	2.22	2.14	2.26

	ALH	BUS	ENGR	ELHS	FPA	LAS	OVERALL
Question #5 Certainty of Educ. Goals (1=very certain through 4=very uncertain)	1.38	1.96	1.74	1.88	1.98	2.34	1.77
Question #6 Mean # of Years to Complete Educational Goal	3.16	4.08	3.33	3.25	3.23	3.25	3.47

APPENDIX C

EMPLOYMENT & JOB RELATIVITY
by Division

	EMPLOYMENT STATUS			RELATION TO PROGRAM		
DIVISION	YES	NO	(N)	NOT RELATED	SOMEWHAT OR DIRECTLY RELATED	(N)
ALLIED HEALTH	52.4%	47.6%	(105)	20.0%	80.0%	(55)
BUSINESS	79.3%	20.7%	(82)	20.3%	79.7%	(64)
ENGINEERING	76.8%	23.2%	(56)	26.2%	73.8%	(42)
EX.LEARNING & HUMAN SER.	59.1%	40.9%	(44)	61.5%	38.5%	(26)
FINE & PERFORM. ARTS	68.4%	31.6%	(38)	50.0%	50.0%	(26)
LIBERAL ARTS & SCIENCES	62.5%	37.5%	(32)	55.0%	45.0%	(20)
TOTAL	65.8%	34.2%	(357)	32.5%	67.5%	(233)

INTENT TO TRANSFER
by DIVISION

	YES		NO	
DIVISION		(N)		(N)
ALLIED HEALTH	38.1%	(37)	61.9%	(60)
BUSINESS	49.4%	(40)	50.6%	(41)
ENGINEERING	37.7%	(20)	62.3%	(33)
EX. LEARNING & HUMAN SER.	51.2%	(21)	48.8%	(20)
FINE & PERFORMING ARTS	64.7%	(22)	35.3%	(12)
LIBERAL ARTS & SCIENCES	84.4%	(27)	15.6%	(5)
TOTAL	48.9%	(167)	51.1%	(171)

1992-93 POINT OF GRADUATION SURVEY: REPORT OF FINDINGS

READER EVALUATION

After you have reviewed the attached report, please take a few additional minutes to respond to the questions below. Your responses will assist the Office of Institutional Research & Planning in determining if our work is meeting your needs and what changes we might make to serve you better. Please return this completed form to IPR in 7-330. Thanks for your cooperation and assistance!

1. Using a scale ranging from 1 = very pertinent to 5 = totally irrelevant, please indicate the overall usefulness of this report to you in your position at SCC.
   1.___ 2.___ 3.___ 4.___ 5.___

2. Using a scale ranging from 1 = excellent to 5 = poor, please indicate the effectiveness of the narrative portion of the report in communicating information to you. 1.___ 2.___ 3.___ 4.___ 5.___
   Are there any specific suggestions you care to offer with regard to improving the narrative?

3. Using a scale from 1 = excellent to 5 = poor, please indicate the effectiveness of the graphs and tables in the report in communicating information to you.
   1.___ 2.___ 3.___ 4.___ 5.___
   Are there any specific suggestions you care to offer with regard to improving the graphs and tables?

4. Is there any information regarding graduates' perceptions of their Sinclair experience missing from this report which you would find valuable?

5. Please indicate if your position is in :
   _____Instruction
   _____Student Services
   _____Administrative/Support Services